Step 4. Use flowcharts to describe and visualize how a program or process is to be implemented. A flowchart allows everyone to see and to agree upon the major steps, in sequence, in the same way. Flowcharts help with the design, implementation, and evaluation of programs, processes, and procedures. (See Appendix E for Flowcharting a School Process and more examples.) The typical symbols used in flowcharting educational processes include:



Figure 6.3 shows the flowchart for Somewhere School's implementation of the Common Core State Standards. This specific flowchart shows their agreements for how they will start with the standards and assessments, what they will do when students know the information, and what they will do when students do not know the information taught. The flowchart provides staff members with a clear message of what is expected of them in their classrooms. The flowchart also provides the details needed for monitoring implementation, and for evaluating the impact of the approach.

Figure 6.4 shows a big picture flowchart for how Somewhere School will implement the Common Core State Standards.

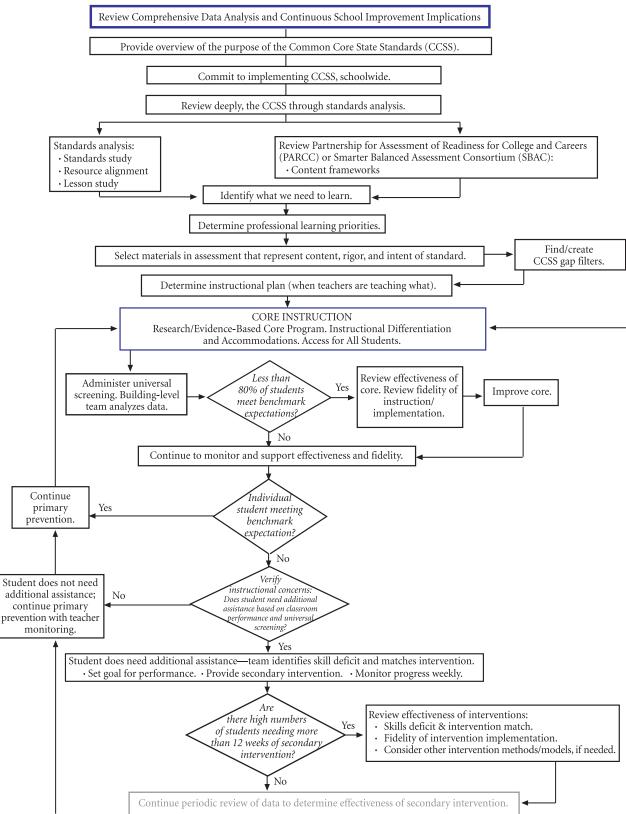
Use flowcharts to describe and visualize how a program or process is to be implemented. A flowchart allows everyone to see and to agree to the major steps, in sequence, in the same way.

Flowcharts help with the design, implementation, and evaluation of programs, processes, and procedures.

Figure 6.3

SOMEWHERE SCHOOL PREVENTION SYSTEM FLOWCHART (Part 1)

Review Comprehensive Data Analysis and Continuous School Improvement Implications



Continue periodic review of data to determine effectiveness of secondary intervention. Student improving, After at least six weeks of but needs more time secondary intervention. before returning to primary. Trendline indicates will meet goal in 6 to 8 weeks Student no longer Is the of additional needs secondary After extended tudent making tudent making intervention. intervention. secondary substantial sufficient Continue secondary Return to primary intervention progress: rogress intervention, set Substantial intervention goal/timeline improvement. for review Student no longer No Is the needs secondary student making No student improvement—move to tertiary intervention. sufficient Return to intervention. Team identifies more intense progress primary. intervention to address skill deficit. Sets performance goal. Monitor progress weekly (or twice weekly) No Not making acceptable progress Review effectiveness of after extension of secondary interventions: intervention. Move to tertiary · Skills deficit and intervention there high numbers of students match. · Fidelity of intervention needing more than 12 implementation. weeks of tertiary Consider other intervention ntervention methods/models, if needed. No Continue periodic review of data to determine effectiveness of tertiary intervention. After six weeks of tertiary intervention. Student improving, but needs more time before returning to Is the Is the primary. Trendline indicates Yes No longer needs intervention. tudent making student making student will meet goal in 6 to substantial Continue primary prevention sufficient 10 additional weeks. Continue with periodic monitoring. progress progress tertiary intervention, set goal/timeline for review. No No Substantial improvement. Student does not Sustained progress After student making No longer needs improve or depends on continued additional sufficient ntervention. Returi tertiary insufficient intervention rogress to primary with disability (progress. Refer for intervention periodic consideration suspected)-Refer No monitoring of evaluation. for consideration of evaluation. Not making acceptable progress after extension of tertiary intervention. Refer for consideration of evaluation. there high Evaluate effectiveness of RtI System: Continue periodic numbers of students Universal Screening and Progress review of data to referred who are not Monitoring Measures appropriate? determine evaluated or who do (Target skill? Cut scores?, etc.) effectiveness of not qualify after · Intervention matched to population. RtI System for evaluation? Skill deficit and intervention match referral purposes. · Fidelity of implementation.

Figure 6.3
SOMEWHERE SCHOOL PREVENTION SYSTEM FLOWCHART (Part 2)

Figure 6.4
COMMON CORE STATE STANDARDS FLOWCHART

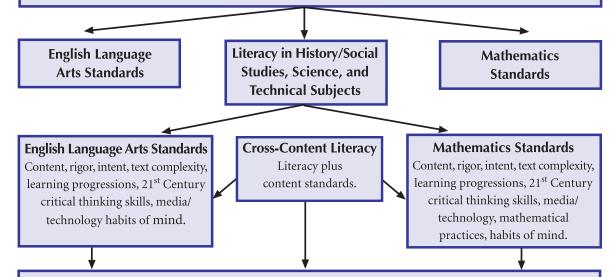
CCSS-Based Continuous School Improvement ~ Step 1 Comprehensive review of existing school data, identification of needed data to support CCSS.

Common Core State Standards ~ The Implementation Rationale

International context, design overview, intent, instructional implementation, focus on learning and results.

Professional Learning ~ Communities of Professional Practice (CoPP) Standards Study, Resource Alignment, Lesson Study

Teacher/leader CCSS collaborative study reflecting: Deep standards analysis, alignment of resources, and design/implementation of lessons requiring students to apply 21st Century skills.



Standards Study, Lesson Study, Formative Assessment

What is different about the CCSS? What are the instructional implications of these differences (e.g., use of evidence-based strategies, formative assessment, student engagement, problem-solving tasks, etc.)? What aligned instructional resources do we have? What are the gaps? How will roles of students and staff change in the CCSS world? What should CCSS lessons look like?

What are the elements of effective CCSS lessons? How can Lesson Study help?

Continuous School Improvement (CSI) and Response to Intervention (RtI)

How will our step 1 professional learning plan help us implement the CCSS successfully? How will we reconstruct the school's CSI Plan so that the CCSS is the core of the program? Will our existing RtI System provide the multi-level prevention system we will need in the CCSS world? If not, what do we need to rethink or change? What is the next step for our continuous CCSS professional learning.